



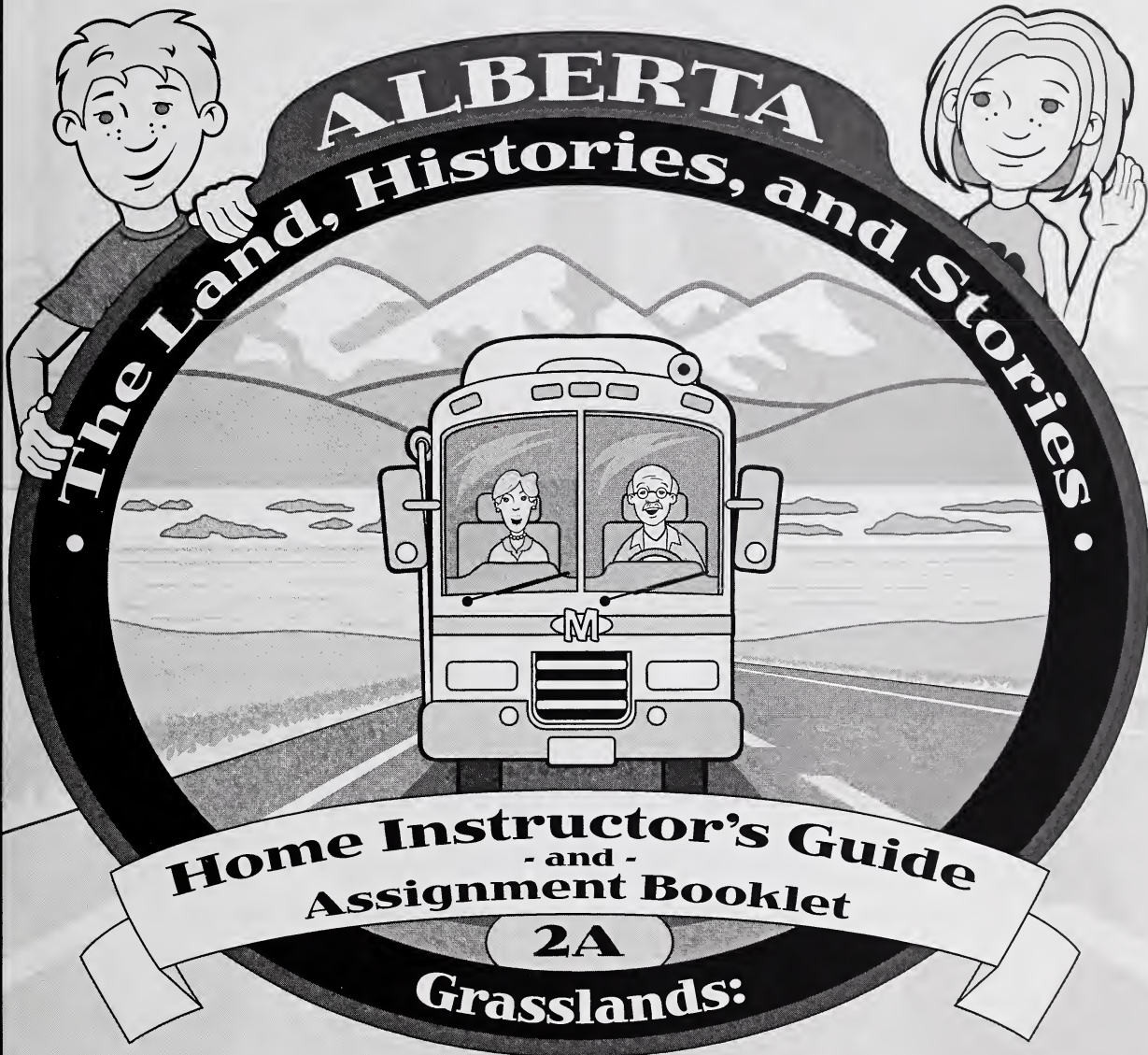
GRADE

4

# Social Studies

booklet

2A



## Fossil Hunters and Horseback Adventurers



Learning  
Technologies  
Branch

**Alberta**  
EDUCATION

Grade 4 Social Studies  
Module 2: Grasslands: Fossil Hunters and Horseback Adventurers  
Home Instructor's Guide and Assignment Booklet 2A  
Learning Technologies Branch  
ISBN 0-7741-2661-2

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Home Instructor's Guide and Assignment Booklet.**

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/lrb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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# Module 2: Grasslands: Fossil Hunters and Horseback Adventurers

## Overview

In Module 2 the student continues the journey that was begun in Module 1. The student “travels” with the characters Isabelle and Alex throughout the Grasslands Region, with stops at Bassano, by the Red Deer River, and the Badlands area. He or she hears stories told by Elders, leaders, storytellers, explorers, fur traders, and paleontologists. The student learns about beliefs of the Prairie People, the meanings of symbols painted on teepees, and how the horse changed the lives of the Prairie People. The student learns how life changed for the Prairie People with the arrival of explorers and fur traders. The student learns about the age of dinosaurs and how their remains contribute to the quality of life of present-day Albertans through fossil fuels. They visit the Royal Tyrrell Museum and come to appreciate its contribution to the world’s knowledge of ancient Earth. They learn about the variety and value of Alberta’s natural resources to Albertans, Canadians, and others around the world. They also learn about Alberta’s geological features.

## Assessment

This is how the marks for Module 2 are distributed:

### Assignment Booklet 2A

Chapter 1 Assignment	10 marks
Chapter 2 Assignment	22 marks
Chapter 3 Assignment	16 marks
Chapter 4 Assignment	14 marks
Chapter 6 Assignment	10 marks
Chapter 7 Assignment	6 marks
Chapter 8 Assignment	<u>12 marks</u>
Total	90 marks

### Assignment Booklet 2B

Chapter 9 Assignment	10 marks
Chapter 11 Assignment	12 marks
Chapter 13 Assignment	12 marks
Chapter 15 Assignment	16 marks
Chapter 16 Assignment	<u>10 marks</u>
Total	60 marks

## Field Trips and Speakers

Field trips and speakers can enrich the student’s experience and help reinforce concepts. This module provides several opportunities for both.

The following are suggested field trips for Module 2:

- Visit the Glenbow Museum in Calgary or the Royal Alberta Museum in Edmonton.
- Walk around the teepee rings at Bassano.
- With permission, visit a Siksika, Kainai, or Piikani First Nations reserve and talk with some members of the community.

- Visit the Badlands, Dinosaur Provincial Park, Horseshoe Canyon, the Red Deer River Valley, and the Royal Tyrrell Museum of Palaeontology.
- Take a canoe trip down the Red Deer River.
- Visit the Atlas Coal Mine or the Leitch Collieries, an active coal mine.
- Visit a steel plant.
- Tour a thermo-electric generating facility.

If opportunities are available, listen to the following speakers discuss the stories and history of First Peoples, explorers, and fur traders:

- Siksika, Kainai, or Piikani Elders and storytellers
- members of the local historical society
- history professors from a university or college
- speakers from a Native Friendship Centre

Where possible, listen to the following speakers discuss dinosaurs, fossils, natural resources, and industries (coal, oil, and natural gas):

- geologists
- paleontologists
- someone from Alberta Energy, the Coal Association of Canada, a local mine, a steel mill, or a generating plant
- someone who works in any facet of the coal mining, oil, or natural gas industries
- wildlife officials, such as federal park wardens, provincial park rangers, and fish and wildlife officers

## Supplemental Reading

Encourage the student to skim for information in the reference books. Many excellent reference books are not written at a student's reading level, so you may need to provide assistance with vocabulary and concepts.

- *Aani and the Tree Huggers* (first edition), by Jeannine Atkins, Publishers Group West, 1995.
- *The Atlas of Endangered Resources*, by Steve Pollock, Kolai Books, 1995.
- *Canada: The Land*, by Bobbie Kalman, Crabtree Publishing, 2002.
- *The First Albertans—An Archaeological Search*, by Gail Helgason, Lone Pine Publishing, 1987.
- *Flashback Canada*, by J. Bradley Cruyton and W. Douglas Wilson, Oxford Press, 1987.
- *Indian Tribes of Alberta*, by Hugh A. Dempsey, Calgary: Glenbow Museum, 1984.
- *Journey Through Canada*, by Richard Tames, Troll Associates, 1997.
- *Landscapes of Alberta*, by Lynda Hoffman and Pat Redhead, Alberta Education, 1979.

- *The Magical Earth Secrets*, by Della Burford, Vancouver: Western Canada Wilderness Committee, 1990.
- *Protecting Our Air, Land, and Water*, by Gary Chandler and Kevin Graham, Lerner Publishing Group, 1996.
- *The Story of Canada*, by Janet Lunn and Christopher Moore, Lester Publishing and Key Porter Books, 1996.
- *A Traveller's Guide to Geological Wonders in Alberta*, by R. Mussieux and M. Nelson, The Provincial Museum of Alberta, 1998.
- *The World's Energy Resources (World's Resources)*, by Robin Kerrod, Thomson Learning, 1994.

The following materials may be ordered from Alberta Environment:

- Alberta topography poster
- Caring for the Land poster kit
- Grasslands poster
- Snakes of Alberta poster
- Alberta Wildlife Viewing Guide
- A Traveller's Guide to Spaceship Earth poster kit
- Up in the Air
- Walk Softly and Care for the Land video
- The Living Flow—Water in Alberta poster kit
- EnviroKids Celebrate the Environment book of activities
- The Home We Share poster kit
- Pesticide Education Program

To receive the material free of charge, phone (780) 944-0313 or 310-0000 (toll-free outside of Edmonton). You can also e-mail [env.infocent@gov.ab.ca](mailto:env.infocent@gov.ab.ca).

## Additional Materials

- a large piece of poster paper or Bristol paper
- books, encyclopedias, and other reference materials containing information about explorers, fur traders, and First Peoples
- Blackfoot stories and teachings

For Chapter 1 you may wish to display pictures of hunters on horseback and horses pulling travois.

For Chapter 2 it would be useful to have pictures of teepees with symbols and pictures of circle camps (teepees placed in a circle).

For Chapter 4 you will need a world map in the study area. Pictures of explorers, fur traders, and First Peoples hunting bison on horseback may be displayed in the work area.

In Chapter 9 the student will be making a fossil. Be sure to have the following materials ready beforehand:

- small objects to fossilize, such as shells, leaves, acorns, twigs, and flowers
- modelling clay
- waxed paper
- plaster of Paris
- a small amount of vegetable oil
- a container for mixing the plaster of Paris in
- small plastic objects, such as toy dinosaurs

In Chapter 15 *Beyond the Story*, calls for the student to make a poster of natural resources. Collect a variety of magazines from which the student may cut pictures of natural resources and their products. Buy poster board or a large sheet of Bristol paper for the poster.

## Websites

Suggested websites for this module include the following:

*Glenbow Museum: Where the World Meets the West*  
**<http://www.glenbow.org/>**

*Niitsitapiisini: Our Way of Life*  
**<http://www.glenbow.org/blackfoot/index.htm>**

*Luxton Museum of the Plains Indian*  
**<http://collections.ic.gc.ca/luxton/>**

*Royal Alberta Museum*  
**<http://www.royalalbertamuseum.ca/>**

*Head-Smashed-In Buffalo Jump: Blackfoot History*  
**<http://www.head-smashed-in.com/black.html>**

*The Blackfoot: Calgary Board of Education*  
**<http://projects.cbe.ab.ca/ict/2learn/mmspeight/blackfoot/>**

*Niitoy-yiss: The Blackfoot Tipi: Tipi Designs*  
**[http://www.glenbow.org/exhibitions/online/blackfoot/design\\_eng.htm](http://www.glenbow.org/exhibitions/online/blackfoot/design_eng.htm)**

*Sky Stories*  
**<http://www.museevirtuel.ca/Exhibitions/Cosmos/english/html/skystories.html>**

*Blackfoot Stories and Legends by George Bird Grinnell*  
**[http://www.accessgenealogy.com/native/blackfeet/stories\\_legends.htm](http://www.accessgenealogy.com/native/blackfeet/stories_legends.htm)**

*Fur Trade and Mission History: Anthony Henday*  
**[http://www.abheritage.ca/alberta/fur\\_trade/bio\\_anthony\\_henday.html](http://www.abheritage.ca/alberta/fur_trade/bio_anthony_henday.html)**

*Passageways: True Tales of Adventure for Young Explorers*  
**<http://www.collectionscanada.ca/explorers/kids/index-e.html>**

*Pathfinders and Passageways: The Exploration of Canada*  
**<http://www.collectionscanada.ca/explorers/index-e.html>**

*Enchanted Learning: Zoom Dinosaurs*  
**<http://www.enchantedlearning.com/subjects/dinosaurs/>**

*Dinosaur Valley: Kids Zone*  
**<http://www.dinosaurvalley.com/kidzone.html>**

*University of California: Museum of Paleontology: Dinosauria: Fossil Record*  
**<http://www.ucmp.berkeley.edu/diapsids/dinofr.html>**

*University of California: Museum of Paleontology: Dinosaur Links*  
**<http://www.ucmp.berkeley.edu/diapsids/dinolinks.html>**

*Royal Tyrrell Museum*  
**<http://www.tyrrellmuseum.com/home/>**

*Royal Tyrrell Museum: Virtual Tour*  
**<http://commons.ucalgary.ca/sciq/LearningResources/RTM/VirtualTour/>**

*The Barren Lands: J. B. Tyrrell's Expeditions for the Geological Survey of Canada*  
**<http://digital.library.utoronto.ca/Tyrrell/>**

*PMA: Virtual Collection*  
**<http://www.royalalbertamuseum.ca/vexhibit/virtcoll/index.asp>**

*Community Development: Dinosaur Provincial Park*  
**[http://www.cd.gov.ab.ca/enjoying\\_alberta/parks/featured/dinosaur/flashindex.asp](http://www.cd.gov.ab.ca/enjoying_alberta/parks/featured/dinosaur/flashindex.asp)**

*Enchanted Learning: Zoom Dinosaurs: Dinosaur and Paleontology Dictionary*  
**<http://www.enchantedlearning.com/subjects/dinosaurs/glossary/Paleontologists.shtml>**

*Travel Alberta: Just for Kids*  
**<http://www1.travelalberta.com/content/justforkids/>**

*UNESCO: World Heritage*  
**<http://whc.unesco.org/>**

*Alberta's Resource Inventory: Coal*  
**[http://www.abheritage.ca/abresources/inventory/resources\\_hydro\\_coal.html](http://www.abheritage.ca/abresources/inventory/resources_hydro_coal.html)**

*When Coal Was King: Coal Mining in Western Canada*  
**<http://www.coalking.ca/>**

*Year of the Coal Miner*  
**<http://www.coalminer.ca/index2.asp>**

*Alberta's Resource Inventory*  
**<http://www.abheritage.ca/abresources/inventory/index.html>**

*The Coal Association of Canada*  
**<http://www.coal.ca/>**

*Nature Conservancy Canada*  
**<http://www.natureconservancy.ca/files/index.asp>**



David Suzuki Foundation  
<http://www.davidsuzuki.org>

Alberta's Resource Inventory: Hydrocarbons  
[http://www.abheritage.ca/abresources/inventory/resources\\_hydrocarbons.html](http://www.abheritage.ca/abresources/inventory/resources_hydrocarbons.html)

SESCI: Solar Energy Society of Canada Inc.  
<http://www.solarenergysociety.ca/2003/index.asp>

Alberta, Naturally: The Grassland  
<http://www.abheritage.ca/abnature/grasslands/grassland.htm>

## Chapter Summaries

### Chapter 1: A Symphony of Shouts and Sounds

This chapter should take approximately 40 minutes to complete.

#### Objective

The focus is on the beliefs of the Blackfoot Peoples and the profound, positive changes in their lives after the acquisition of horses.

#### Instructional Strategies

With the student, read the stories told by an imaginary First Nations guide, Mary Soft Cloud, and discuss the symbols and beliefs as they appear in the story.

Discuss the “golden age” that arose with the arrival of the horse.

Display pictures of hunters on horseback and horses pulling travois.

Help the student learn Blackfoot vocabulary and write words and their meanings on a chart.

With the student, locate Bassano in the atlas or on the map of Alberta. Explain that this is one of many sites where ancient teepee rings can be seen in Alberta.

For websites about Prairie Peoples, type keywords like *sweet grass*, *travois*, *Blackfoot*, or *Siksika* in a search engine and explore the sites.

Encourage the student to explore <http://www.glenbow.org/>, the Glenbow Museum website.

Remind the student to include any new websites in his or her Internet Journal.

Encourage the student to skim for information in the reference books.

Provide any necessary assistance with vocabulary and concepts.

At the end of the chapter, direct the student to the Chapter 1 Assignment in Assignment Booklet 2A.

## Websites

The following websites may provide useful information for Chapter 1:

- <http://www.glenbow.org/blackfoot/index.htm>
- <http://collections.ic.gc.ca/luxton/>
- <http://www.royalalbertamuseum.ca/>
- <http://www.head-smashed-in.com/black.html>
- <http://projects.cbe.ab.ca/ict/2learn/mmspeight/blackfoot/>

## Chapter 2: In the Moon of the Sweet Berries

This chapter should take approximately 40 minutes to complete.

### Objective

The focus is on an artist who prepared a new hide, painted symbols on a teepee cover, and returned the old cover to the earth. The student will learn the meanings of various teepee symbols and their importance to the Blackfoot Peoples.

### Instructional Strategies

With the student, follow the artist as she is chosen in a special ceremony, paints the teepee with symbols, and returns the old cover to nature.

Ensure the student understands that painted teepees are sacred to First Nations peoples.

With the student, read a Siksika story and discuss the themes (punishment for disobedience and forgiveness).

Help the student learn Blackfoot vocabulary and write words and their meanings on a chart.

Continue to provide assistance when the home instructor icon appears in the Student Module Booklet.

Display pictures of teepees with a variety of symbols.

Discuss the parts of a teepee, how teepees were transported, and the symbols that were painted on teepees.

Encourage the student to explore [http://www.glenbow.org/exhibitions/online/blackfoot/design\\_eng.htm](http://www.glenbow.org/exhibitions/online/blackfoot/design_eng.htm).

The student may type words like *teepee*, *symbols*, *Siksika*, or *Blackfoot* in a search engine.

Remind the student to include any new websites in his or her Internet Journal for future reference.

Review the information in reference books.

At the end of the chapter, direct the student to the Chapter 2 Assignment in Assignment Booklet 2A.

## Chapter 3: Blackfoot Stories, Blackfoot Voices

This chapter should take approximately 40 minutes to complete.

### Objective

The focus is on the Blackfoot Peoples values and spiritual beliefs (respect of Elders, courage, and determination). The student will develop an appreciation of First Peoples oral traditions when they hear a Siksika (Blackfoot) story of forgiveness and learn of the healing power of the Sun Dance.

### Instructional Strategies

With the student, read a Siksika story about Starlight (Scarface).

Discuss key values (respect of Elders, courage, and determination in face of danger) and the healing power of a spiritual ceremony called the Ookaan (Sun Dance). Point out that the same values are cherished by many societies, including modern Canadian society.

Display examples of bravery, such as a firefighter carrying a child from a burning building.

Display pictures of other sacred Canadian ceremonies.

The student may type words like *Ookaan*, *Sun Dance*, *Siksika*, or *Blackfoot* in a search engine.

Remind the student to include any new websites in his or her Internet Journal.

Review the information in reference books and read an additional story.

Listen attentively and provide guidance as the student retells the story.

At the end of the chapter, direct the student to the Chapter 3 Assignment in Assignment Booklet 2A.

### Websites

The following websites may provide useful information for Chapter 3:

- <http://www.museevirtuel.ca/Exhibitions/Cosmos/english/html/skystories.html>
- <http://www.glenbow.org/blackfoot/index.htm>
- [http://www.accessgenealogy.com/native/blackfeet/stories\\_legends.htm](http://www.accessgenealogy.com/native/blackfeet/stories_legends.htm)

## Chapter 4: In the Sweep of Time

This chapter should take approximately 40 minutes to complete.

### Objective

The focus is on the introduction of explorers and fur traders and the changes in the lives of the First Peoples after their arrival. The student studies facts and historical fiction to understand how the Prairie People acquired horses and rifles.

## Instructional Strategies

With the student, read the stories of explorers Columbus, Cabot, and Cartier.

Read the story of fur trader Anthony Henday.

Discuss two types of historical writing: facts and historical fiction.

- facts (actual events that have been documented)
- historical fiction (stories based on facts but presented as fiction)

With the student, unravel the mystery of horses in the lands of the Prairie People.

With the student, use an atlas to trace the routes of explorers, traders, and horses.

Display pictures or books about explorers and their ships.

Display pictures and books about fur traders, such as Anthony Henday.

Display pictures of a bison hunt on horseback.

Review the information in reference books about Anthony Henday.

Possible websites to search for more information include the following:

- [http://www.abheritage.ca/alberta/fur\\_trade/bio\\_anthony\\_henday.html](http://www.abheritage.ca/alberta/fur_trade/bio_anthony_henday.html)
- <http://www.collectionscanada.ca/explorers/index-e.html>
- <http://www.collectionscanada.ca/explorers/kids/index-e.html>

At the end of the chapter, direct the student to the Chapter 4 Assignment in Assignment Booklet 2A.

## Chapter 5: Fantastic Formations

This chapter should take approximately 40 minutes to complete.

### Objective

The focus is on the Badlands—a geological feature of Alberta.

### Instructional Strategies

With the student, discuss geological formations in Alberta, including the Rocky Mountains, foothills, hoodoos, badlands, and oil sands. Help the student understand that these features are geological in nature because they are part of what the earth is made of.

For websites about the Badlands, type *Badlands Alberta* in a search engine and explore the sites.

Remind the student to include any new websites in his or her Internet Journal for future reference.

A field trip to the Badlands would be an enriching experience for your student. If possible, take your student on a canoe trip down the Red Deer River for a different perspective of the land.



## Chapter 6: Fabulous Fossils

This chapter should take approximately 40 minutes to complete.

### Objective

This chapter is about fossils, the people who study them (paleontologists), and their discovery in Alberta.

### Instructional Strategies

Review the steps in the formation of a fossil.

Discuss the difference between a geologist and a paleontologist.

At the end of the chapter, direct the student to the Chapter 6 Assignment in Assignment Booklet 2A.

### Beyond the Story

With the student, explore websites about dinosaurs. Type *dinosaurs*, *dinosaurs Alberta*, and *dinosaur activities* in a search engine.

### Websites

The following websites may provide useful information for Chapter 6:

- <http://www.enchantedlearning.com/subjects/dinosaurs/>
- <http://www.dinosaurvalley.com/kidzone.html>
- <http://www.ucmp.berkeley.edu/diapsids/dinofr.html>
- <http://www.ucmp.berkeley.edu/diapsids/dinolinks.html>

## Chapter 7: A Visit to the Royal Tyrrell Museum

This chapter should take approximately 40 minutes to complete.

### Objective

This chapter focuses on the Royal Tyrrell Museum of Palaeontology, the work that goes on there, and the significance of the museum's contributions to scientific knowledge and Alberta's fossil heritage.

### Instructional Strategies

Have the student explore the Royal Tyrrell Museum website at <http://www.tyrrellmuseum.com>.

Take a virtual tour of the museum at <http://commons.ucalgary.ca/sciq/LearningResources/RTM/VirtualTour/>.

Visit <http://digital.library.utoronto.ca/Tyrrell/>, a website that chronicles Joseph B. Tyrrell's life.

Remind the student to include any new websites in his or her Internet Journal for future reference.

At the end of the chapter, direct the student to the Chapter 7 Assignment in Assignment Booklet 2A.

## Chapter 8: Discovering Dinosaur Provincial Park

This chapter should take approximately 40 minutes to complete.

### Objective

This chapter is about Dinosaur Provincial Park and focuses on the journey of fossils from discovery to being displayed in a museum.

### Instructional Activities

Assist your student in finding Drumheller and Dinosaur Provincial Park on the map of Alberta.

With your student, visit the Royal Alberta Museum's 3-D fossil exhibit at <http://www.royalalbertamuseum.ca/vexhibit/virtcoll/index.asp>.

Remind the student to add any new websites to his or her Internet Journal.

At the end of the chapter, direct the student to the Chapter 8 Assignment in Assignment Booklet 2A.

### Beyond the Story

Have the student explore websites about Dinosaur Provincial Park. One recommended site is [http://www.cd.gov.ab.ca/enjoying\\_alberta/parks/featured/dinosaur/flashindex.asp](http://www.cd.gov.ab.ca/enjoying_alberta/parks/featured/dinosaur/flashindex.asp).

### Websites

The following websites may provide useful information for Chapter 8:

- <http://www.enchantedlearning.com/subjects/dinosaurs/glossary/Paleontologists.shtml>
- <http://www1.travelalberta.com/content/justforkids/>

**ASSIGNMENT BOOKLET 2A**

Grade 4 Social Studies  
Module 2: Chapters 1–8

**Home Instructor's Comments and Questions**

\_\_\_\_\_  
**Home Instructor's Signature**

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Date Assignment Received:

Grading:

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct module label attached?

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1. Do **not** enclose letters with your Assignment Booklets. **Send all letters in a separate envelope.**
2. Put your Assignment Booklet in an envelope and take it to the post office and have it weighed. Attach **sufficient postage** and seal the envelope.

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1. Assignment Booklets may be faxed to the school with which you are registered. Contact your teacher for the appropriate fax number.
2. All faxing costs are the responsibility of the sender.

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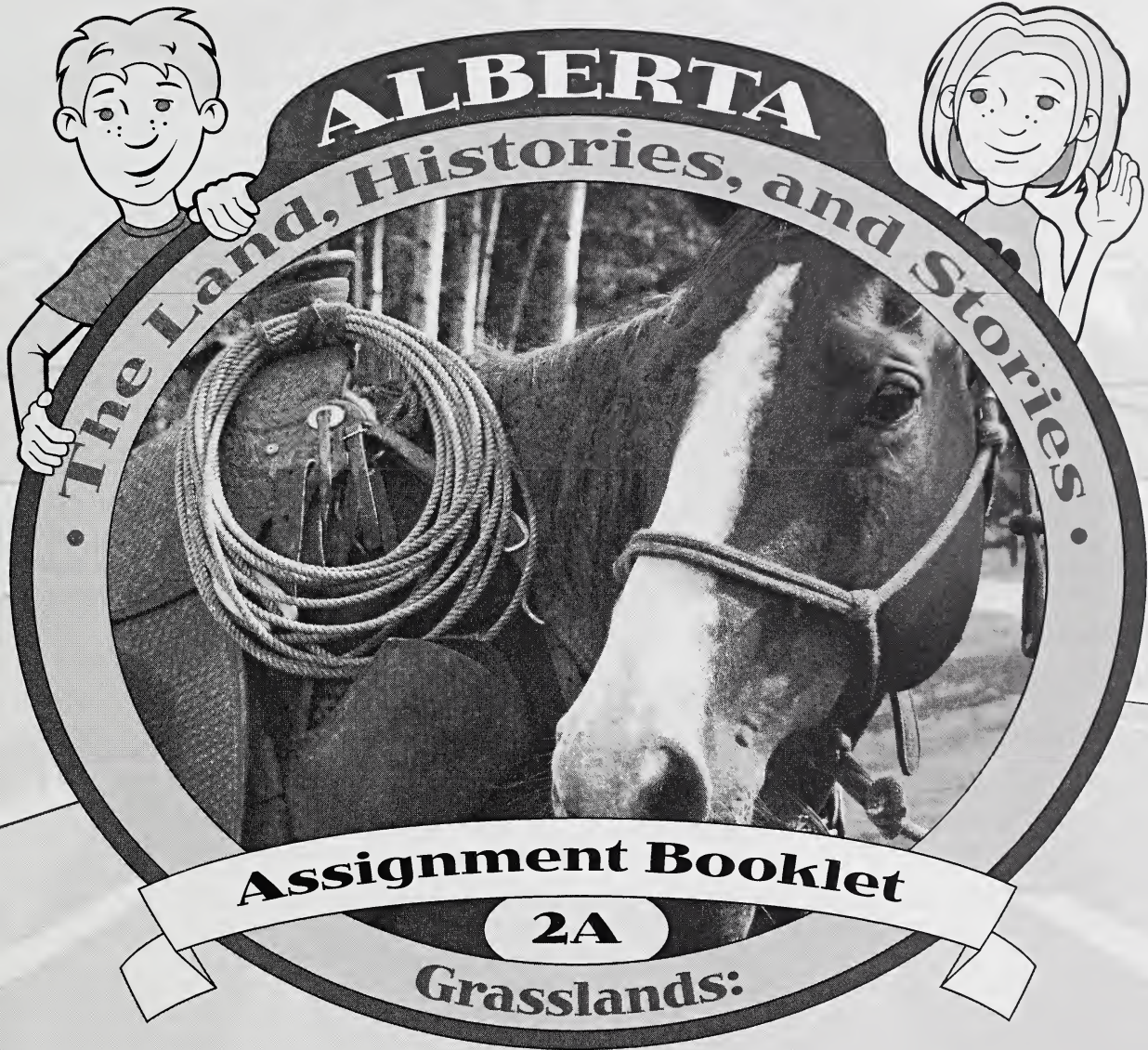
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**GRADE**

**4**

# **Social Studies**



**Fossil Hunters and Horseback Adventurers**

## FOR TEACHER'S USE ONLY

### Summary

	Total Possible Marks	Your Mark
Chapter 1	10	
Chapter 2	22	
Chapter 3	16	
Chapter 4	14	
Chapter 6	10	
Chapter 7	6	
Chapter 8	12	
	90	

### Teacher's Comments

Grade 4 Social Studies  
Module 2: Grasslands: Fossil Hunters and Horseback  
Adventurers  
Assignment Booklet 2A  
Learning Technologies Branch

**The Learning Technologies Branch acknowledges with appreciation the Alberta Distance Learning Centre and Pembina Hills Regional Division No. 7 for their review of this Assignment Booklet.**

Cover Art: *photo* DIGIPICT 2004

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Home Instructors	✓
General Public	
Other	



You may find the following Internet sites useful:

- Alberta Education, <http://www.education.gov.ab.ca>
- Learning Technologies Branch, <http://www.education.gov.ab.ca/ltb>
- Learning Resources Centre, <http://www.lrc.education.gov.ab.ca>

Exploring the electronic information superhighway can be educational and entertaining. However, be aware that these computer networks are not censored. Students may unintentionally or purposely find articles on the Internet that may be offensive or inappropriate. As well, the sources of information are not always cited and the content may not be accurate. Therefore, students may wish to confirm facts with a second source.

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ASSIGNMENT BOOKLET 2A

GRADE 4 SOCIAL STUDIES: MODULE 2

CHAPTER 1 ASSIGNMENT TO CHAPTER 8 ASSIGNMENT

This Assignment Booklet is worth 90 marks out of the total 150 marks for the assignments in Module 2. The value of each assignment and each question is stated in the left margin.

Read all parts of your assignment carefully and record your answers in the appropriate places. If you have difficulty with an assignment, go back to your Student Module Booklet and review the appropriate chapter. Be sure to proofread your answers carefully before submitting your Assignment Booklet.

10

**Chapter 1 Assignment: A Symphony of Shouts and Sounds**

The century and a half after the arrival of horses on the grasslands was a “golden age” for the Blackfoot Peoples. Write short sentences to show you understand.

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1. Imagine the time **before** the arrival of horses on the grasslands. Describe the movement of the Blackfoot Peoples from their winter homes to the grasslands. Describe their methods of hunting.

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2. Imagine the time **after** the arrival of horses on the grasslands. Describe the movement of the Blackfoot Peoples from their winter homes to the grasslands. Describe their methods of hunting.

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**Chapter 2: In the Moon of the Sweet Berries**

Teepees were more than shelters to the Prairie Peoples. The bison were hunted by the men. The hides were then prepared by women and painted by artists. Old covers were pinned to the earth and allowed to crumble.

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1. a. Draw the outline of a teepee in the space below.  
b. Show the teepee poles sticking out the top.  
c. Draw the teepee ring that holds down the bottom of the teepee.  
d. Draw the opening to the teepee.  
e. Draw a band at the bottom of the teepee to represent the earth.  
f. Draw horses or other animal guides in the middle of the teepee.  
g. Draw star symbols at the top of the teepee.  
h. Plan your work carefully, complete it neatly, and colour the teepee nicely.



5

2. The animal guides painted on teepees were much more than just interesting decorations to the Blackfoot Peoples. Do you agree or disagree? Choose a viewpoint and use examples to support your answer.

5

3. Teepees opened to the east for a special reason. Do you agree or disagree? Choose a viewpoint and use an example to support your answer.



Turn to Chapter 3 in the Module 2 Student Module Booklet.

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**Chapter 3: Blackfoot Stories, Blackfoot Voices**

The Prairie People had many teachings and spiritual beliefs. Elders taught some beliefs through stories. Reread the Starlight story and find an example to support each of the following statements.

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1. The Soyi-tapix believed in respect for their Elders.

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2. The Soyi-tapix believed in the importance of courage.

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3. The Soyi-tapix believed animals could help and guide them.

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4. The Soyi-tapix believed in the healing power of Ookaan, the Sun Dance.

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Turn to Chapter 4 in the Module 2 Student Module Booklet.

14

**Chapter 4: In the Sweep of Time**

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1. Horses reached Alberta in the early 1700s. How did horses get here?  
Circle the answer that best describes the journey.

- A. Spain → Mexico → lands of the Pueblo → grasslands of Alberta
- B. England → Hudson's Bay → lands of the Cree → grasslands of Alberta
- C. France → St. Lawrence River → lands of the Cree → grasslands of Alberta

8

2. Draw arrows to show the journey of the horses on the map below.



5

3. Anthony Henday encouraged the Blackfoot People to travel to Hudson’s Bay. The Blackfoot People didn’t need to make the long journey. Do you agree or disagree? Choose a viewpoint. Write two reasons to support your choice.

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Turn to Chapter 5 in the Module 2 Student Module Booklet.

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**Chapter 6: Fabulous Fossils**

Match the words in Column A with their definitions in Column B.

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**Column A**

**Column B**

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|-----------------------|--|
| ___ 1. caverns        | a. pillars of sandstone carved by wind and water                             |
| ___ 2. Badlands       | b. a person who studies the history of the earth and the structure of rocks  |
| ___ 3. gullies        | c. large underground caves   |
| ___ 4. fossils        | d. the process of wearing something down                                     |
| ___ 5. landscape      | e. deep valleys made by streams flowing into a river                         |
| ___ 6. hoodoos        | f. places where the land has been worn into unusual shapes by wind and water |
| ___ 7. paleontologist | g. changed into stone  |
| ___ 8. erosion        | h. as much of the scenery as can be seen by the eye                          |
| ___ 9. petrified      | i. the remains of an animal or plant that have been preserved in rocks       |
| ___ 10. geologist     | j. a scientist who studies fossils   |



Turn to Chapter 7 in the Module 2 Student Module Booklet.



6

**Chapter 7: A Visit to the Royal Tyrrell Museum**

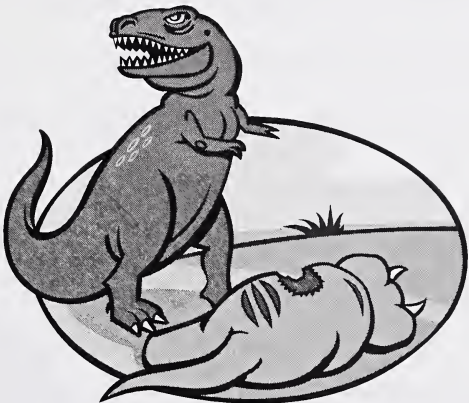
Look at the two illustrations. Which dinosaur is a herbivore? Which one is a carnivore?

3

1. This dinosaur is a \_\_\_\_\_ because

\_\_\_\_\_

\_\_\_\_\_

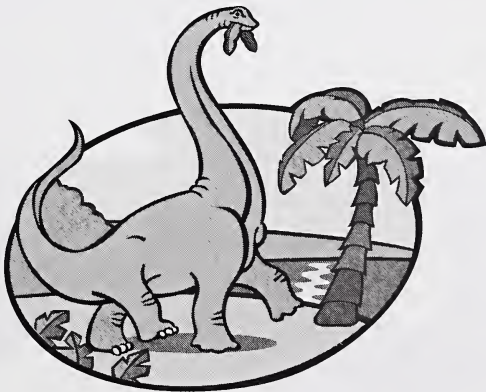


3

2. This dinosaur is a \_\_\_\_\_ because

\_\_\_\_\_

\_\_\_\_\_



Turn to Chapter 8 in the Module 2 Student Module Booklet.

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6

Chapter 8: Discovering Dinosaur Provincial Park

1. Look carefully at these illustrations. Select a sentence from the box and write it under the illustration it best describes.

The fossils are discovered and dug up.

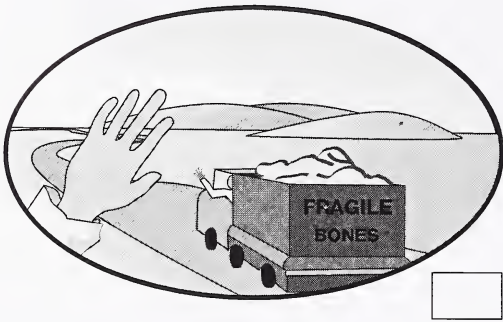
Paleontologists examine the fossils.

The fossils are transported to the museum.

A dinosaur dies following a fight.

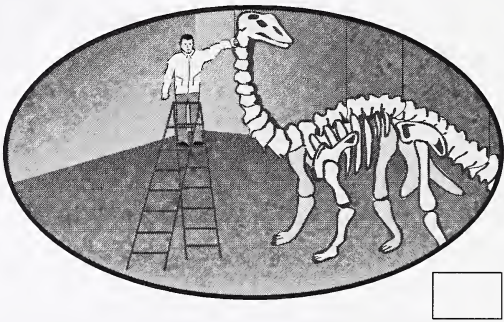
Scientists put the fossils together.

The dinosaur bones fossilize.

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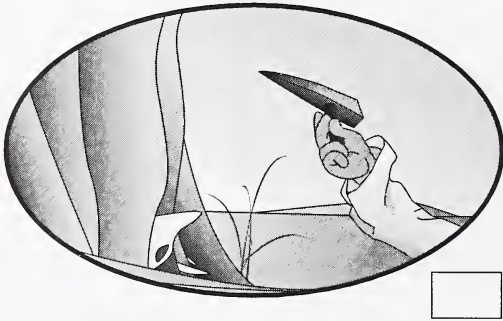
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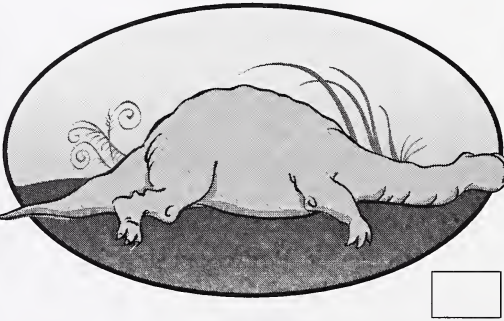
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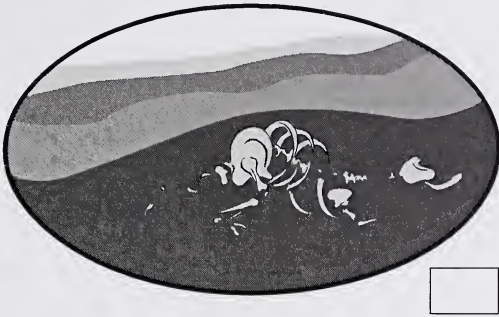
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2. In the small boxes below each picture, number the steps in the correct order from 1 to 6.



Turn to Chapter 9 in the Module 2 Student Module Booklet.

